# Read to Achieve
## Diagnostic and Intervention Services

## Program Evaluation Report

The worksheet for the Program Evaluation Report due on May 15 is on the next two pages of this newsletter. Remember, this worksheet is not to be sent to me. The actual report will be in Survey Monkey. This worksheet is so you will know most of what will be asked and you can plan your answers. However some questions may be a tiny bit different. I will send the link to Survey Monkey out on May 8 so you will have a week to complete it.

> The RTA program needs feedback from teachers and administrators every year so improvements can be made. The link below will allow us to get that feedback from you in a 15 minute survey. All responses will be anonymous and if you do not wish to respond or share certain information, that is your choice. Please complete by May 15 if you have not already done so. Thank you for your help with this.
>
> Classroom Teacher Survey:
>
> https://uky.az1.qualtrics.com/SE/?SID=SV_da7ZhkJDyEZO29v
>
> Administrator Survey:
>
> https://uky.az1.qualtrics.com/SE/?SID=SV_41v3WNMb9ODaxBb

### Important Dates

**May 15**

Program Evaluation Report due on Survey Monkey

**May 13—20**

**OR**

**May 31—June 6**

Attendance report due in MOVEit

## Spring Attendance Data

Spring attendance data is due by June 6, or before you leave for summer break, and should be entered on the excel sheet that was emailed to you. If that email has been lost, let me know and I will resend it. The directions for submitting this data are on the April webcast, which is available in the KDE Media Portal. You can also find the power point and webcast on the KDE website by searching for RTA resources.

On May 13, and again on May 30, you will get an email from me that will say From KDE_Judith.halasek. There will be a login address and password for you in the email. You will need to click the web address and log in with the information given to you. After you log in, you will be asked to change the password. PLEASE write the password down and put it in a secure place.

If your school is releasing for summer earlier than May 30, please submit your data in the first window, which is May 13—May 20. Otherwise, you may wait and submit between May 30 and June 6.

When you log in, you will see the word "Packages" in the top left corner. If you click on it, it will take you to the next screen, which looks like an email inbox. You will see a new message waiting for you; click on it to open the message.

Once the message is open you can click reply. At the bottom of this screen click on "Click here to launch the upload/download wizard" and upload the spread sheet with your attendance data. Be sure the attendance data is labeled with your school name_district name_ your last name. Then click send and send it to me. Please call or email if you have any questions at all about how to complete it. (I will be out of the office between May 21—26 and will not have access to email.)

**Worksheet for Program Evaluation**

1.School ID Number:

2. List PD courses/trainings that have been completed this year (summer, fall, or spring) that are directly related to your position as a reading interventionist.

3. Did kindergarten students at your school receive RTA services?

4. If yes, was the Kindergarten screener (i.e., the Brigance) used to determine eligibility for kindergarten RTA services?

5. Identify the timeframe that RTA funded intervention teacher(s) began delivering intervention services/instruction (at the beginning of the school year) to students.

6. How many students during the 2013/2014 school year were considered eligible for reading intervention AND did not receive instruction from the RTA intervention teacher?

7. If you indicated that there were students eligible for RTA services, but did not receive them, what happened to those students?

8. If you have had students successfully exit intervention, are those students continuing to make gains and be successful without the supports of the intervention services?

9. What happens when a student is not successful in the RTA intervention program?

10. For those students who did not successfully exit the RTA program (i.e., did not return to the general educational classroom), how many of your students unsuccessfully exited and moved into a special education referral process?

11. For those students who moved into the special education referral process, what eligibility area or disability was suspected?

12. How many of your RTA students received RTA intervention last year?

13. For those students who received RTA intervention in the previous academic year (2012/2013), did they receive the same or a different intervention program?

14. During your RTA intervention classes, what are the group sizes for your RTA students?

15. Do you work with any of your RTA students one-on-one?

16. How many students do you work with regularly on a one-on-one basis?

17. Why did you decide to work with these students on a one-on-one basis?

18. What is the average amount of sessions you worked with these students one-on-one?

19. Why are some students in RTA not successful?

20. What are the top three intervention programs used at your school?

21. In your opinion, on a scale from 1-5 (1 being not at all, 5 being very much) how well does the instruction provided in the core reading program align with the instruction provided in the RTA intervention program?

22. What are the progress monitoring tool(s) used with RTA intervention students.
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23. How many students during the 2013/2014 school year were considered eligible for reading intervention AND did not receive instruction from the RTA intervention teacher?

24. Are RTA funds used to supplement the English Learner Program at your school?

25. If yes, in what ways are RTA funds used to supplement your English Learner program?

26. How helpful did you find the first RTA webinar (Role of RTA teachers) provided this year (2013/2014)?

27. How helpful did you find the second RTA webinar (CCLD, Fluency, and Leveling Books) provided this year (2013/2014)?

28. How helpful did you find the third RTA webinar (New RFA and Report, Reading Informational and Digital Text) provided this year (2013/2014)?

29. How helpful did you find the fourth RTA webinar (Vocabulary and Motivating the Reluctant Reader) provided this year (2012/2013)?

30. Please list any topics you would like to know more about or you think would be helpful during the RTA webinars next year.